



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

argument turns. Sometimes the logic of the English is so obviously wrong that it should of itself have shown the necessity of correcting the translation. Thus there stands on p. 216 this: "Even if Thuc. from a certain period on regarded the ten years' war, the succeeding interval, the Sicilian expedition, and the Decelean war as a single great war, it was impossible, though elsewhere he might let a speaker say τὰ δέοντα (I.22.6), here to put into Alcib.'s mouth ἐν τῷδε τῷ πολέμῳ". Clearly the meaning must be "it was impossible, that is if he wanted his speaker to say τὰ δέοντα, to put these words into Alcibiades's mouth"; the German is "*wenn anders* er seinen Redner τὰ δέοντα sagen lassen wollte". Again, as Thucydides mentions by name Thessalos, Hipparchos and Hippias, it is futile to infer from his words μόνῳ τῶν γνησίων ἀδελφῶν that (p. 227) "he knew also of at least one full brother". The German text reads: "Mindestens auch einen nicht vollbürtigen Bruder", which is quite different and much to the point. Finally, one who reads (p. 239) "For it was by no means a matter of course that the Athenians, in case their own wall was completed, would have shut in the Syracusans", must be puzzled until he notices that "by no means" has nothing corresponding to it in the German.

Regrettable as it is, from the point of view of scholarly exactness, that any such blunders should occur, it does not follow that they are sufficient to impair seriously the value of the book as an instrument of collegiate instruction in the hands of a vigilant teacher. The sixth book is an excellent one for college reading. The Classen-Steup edition is by all odds the best exegetical commentary on Thucydides. The formal excellences of the College Series are too well known to require mention, and are fully shared by the present volume. I should unhesitatingly select it as a text-book in preference to either Marchant or Spratt, were I going to conduct a course in Thucydides.

GEORGE MELVILLE BOLLING.

THE JOHNS HOPKINS UNIVERSITY.

THE NEW YORK LATIN CLUB

The second luncheon of The New York Latin Club for the year 1913-1914 was held at Columbia University, on Saturday, February 7. Seventy-seven members and friends gathered to welcome the guest of the day, Professor Walton Brooks McDaniel, of the University of Pennsylvania, who read a paper on Pliny and Lake Como. As was expected, the paper proved to be of exceptional interest, due especially to the lecturer's fine sense of humor and attractive style. Over eighty beautiful slides were shown.

Miss MacVay, Chairman of the Committee on the Greek Scholarship Fund, read the letter of appeal which was to be sent to certain persons who seemed likely to aid the fund, and asked for additional names.

Readers of THE CLASSICAL WEEKLY are earnestly requested to send to Miss MacVay, at the Wadleigh High School, New York City, the names and addresses of suitable persons. As the fund now amounts to approximately \$1000, the Club needs \$4000 more.

THE CLASSICAL CLUB OF PHILADELPHIA

The 112th regular meeting of The Classical Club of Philadelphia was held on Friday, Feb. 6, with thirty members present in spite of the inclement night. The paper of the evening was read by Professor W. P. Mustard, of Johns Hopkins University, and treated the origin and the development of the piscatory eclogue as a form of literature. Professor Mustard began with a sketch of the first specimens of the piscatory eclogue by Jacopo Sannazzaro, a Neapolitan poet of the late fifteenth and early sixteenth centuries. Taking Vergil as a model, Sannazzaro changed the scene of his eclogues from the woods and the fields to the Bay of Naples and its shores. His supernatural beings were sea nymphs and sea gods; his human characters were fishermen, who sing of boats, nets and products of the sea. These eclogues were quickly imitated in Italy, France, Spain, Portugal and England, and the development of this poetic form in the literatures of these countries was outlined. Especially did the paper treat of the English development of the piscatory eclogue, until the fate of this form of literature was definitely settled by the bitter attack of Dr. Johnson upon it.

B. W. MITCHELL, *Secretary*.

In THE CLASSICAL WEEKLY 6,159 were quoted some remarks on methods in elementary instruction in Modern Languages, by Mr. William R. Price, State Inspector of Modern Languages, New York State Education Department. In the School Review for February last (22,98-102), Mr. Price writes on One Cause of Poor Results in Modern-Language Teaching. He invited 100 teachers of Modern Languages who wished credit for oral work done in their class-rooms and who regarded themselves as "qualified to teach a modified form of the 'direct method'" to write to him in the foreign language they were teaching, "giving at some length an account of their preparation and of their work in the class-room". About 50 replied. "There is hardly a sentence in any of these letters that is free from error. Many of them are wholly un-German or un-French". Mr. Price gives specimens. His conclusion is: "All my experience with teachers of modern languages in the state of New York (not considering the teachers who are native Germans or Frenchmen, nor those American-born teachers who have studied abroad) convince me that the chief cause of poor results in modern-language teaching in our secondary schools is due to the fact that the teachers do not know the language they attempt to teach".

Is such a state of things true at all of the teachers of Latin and Greek in our Schools and Colleges? If it is, of what avail are discussions of method, at least to those who do not know the language they attempt to teach?

C. K.